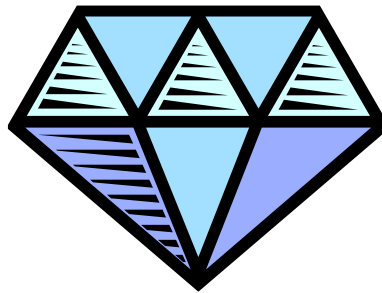


South Dakota Department of Education

Redfield Elementary Schoolwide Plan
2015-2016
Redfield Elementary School
502 E. 2nd Street
Redfield, SD 57469

District **Redfield #56-4**

School **Redfield Public**



R. A. R. E. GEMS

Redfield Public School Website: www.redfield.k12.sd.us

Table of Contents

Redfield School District	2
Vision Statement	2
Philosophy	2
Program Development	3
Planning	3
School Profile	5
Technical Assistance	6
History of Plan	7
Comprehensive Needs Assessment	9
Goals, Objectives, and Strategies	19
Reading Goals and Objectives	19
Reading Strategies	19
Evaluation of Reading Strategies	21
Math Goals and Objectives	22
Math Strategies	22
Evaluation of Math Strategies	23
Instruction by Highly Qualified Staff	25
Professional Development	27
Parent Involvement and Education	32
Transition	35
Monitoring and Support	36
Fiscal Requirement	37
Ongoing Program Development	38

REDFIELD PUBLIC SCHOOLWIDE PLAN

Vision Statement School District 56-4:

The Redfield School will combine efforts with parents, students, and community to provide a safe and supportive learning environment, which will allow each student to receive a well-rounded education and develop the life skills and knowledge necessary to become responsible, respectful, economically productive citizens.

Philosophy of Redfield School District 56-4:

1. Students are expected to work to their potential and above.
2. Education is a partnership among the community, parents, students, and school personnel.
3. Learning is enhanced by a positive and supportive atmosphere.
4. Learning is interesting and individualized to each student's instructional style.
5. Students are responsible for their actions and making their own decisions, with the proper guidance.

I. Program Development

Schoolwide Planning Team Roster:

Shad Storely	Superintendent
Brenda Stover	Elementary Principal
Rob Lewis	Secondary Principal
Marilyn Hodges	Business Manager
Terri Roth	Community Representative/Parent
Nancy Blume	Community Representative/Parent
Lynette Kuehn	Community Representative Parent
Scott Domke	Community Representative Parent
Karla Chase	AdvancEd/PTSA
Kim Roeber	Kindergarten Teacher
Tracy Schutte	6 th Grade Teacher
Tristen Lechner	Junior High Teacher
Peggy Roseland	Technology/High School Teacher
Amber Groft	GSM Alternative School Teacher
Donna Harford	Special Education Teacher
Rebecca Woodring	RtI/Title I Teacher
Deb Stroud	Paraprofessional

May 13, 2015 The School Wide Planning Team met two times to review and revise the plan. The roster and agenda are on file in the elementary office.

May 15, 2014 The School Wide Planning Team met to review and revise the plan. The roster and agenda are on file in the elementary office.

May 16, 2013 The School Wide Planning Team met to review and revise the plan. The roster and agenda are on file in the elementary office.

May 2012 The School Wide Planning Team met to review and revise the plan. The roster and agenda are on file in the elementary office.

Spring of 2011	The Redfield School District underwent a review by the South Dakota Department of Education. The Title 1 Monitoring Letter was sent by lead reviewer Jenifer Palmer on May 3 rd , 2011. Assistance to correct the finding was given by both Jenifer Palmer and Dawn Smith.
May 2011	The School Wide Planning Team met in the spring of 2011 to review and revise the plan. The roster and agenda are on file in the elementary office.
April 14, 2011	State reviewed School Wide Plan.
May 10, 2011	Discussed Parent Involvement Plan with Dawn Smith to correct our plan so that it would be in compliance with the state.
May 11, 2011	Met with team reviewed and revised SWP
May 19, 2011	Met again with team to review revisions.
May 26, 2011	School Board adopted the SWP for the 2011-2012 school year.
May 24, 2010	Met with team and staff reviewed and revised SWP.
May 31, 2010	School Board adopted the SWP for the 2010-2011 school year.
January 7 & 8, 2009	Betty Twiss, Jerold Bender, and Deann Zens met to compare the Redfield plan with the required plan from the state; information sent by Laura Johnson-Frame.
January 9, 2009	The Advisory Committee met to review and make revisions/additions to the content of the newly structured plan.
January 12, 2009	The “draft” plan is scheduled to be presented to the school board for review and advisement.
January 14, 2009	Scheduled meeting with Jim Hauck, SST.
February 9, 2009	Scheduled to present to the School Board for approval the School Wide Plan, School-Parent Compact, and District Wide Parental Involvement Policy.
May 5, 2009	The School Wide Planning Team met to review and revise the plan. The roster and agenda are on file in the elementary office.

June 22, 2009 Presented to the School Board for approval for 2009-2010: Title I School Wide Plan, School-Parent Compact, District Wide Parental Involvement Policy, and the Redfield Elementary School Handbook.

August, 2009 Scheduled in-service for Positive School Climate.

School Profile:

Redfield Elementary School of Redfield School District 56-4 that is located at 502 East 2nd Street in Redfield, South Dakota, consists of grades K-6. The attendance area includes single family dwellings, apartment buildings, churches, nursing homes, assisted living apartments, medical clinic, a hospital, and many commercial buildings within city limits. It also is home to the South Dakota Developmental Center which provides services for developmentally delayed adults and sexual offenders, the Turtle Creek Youth Program, and the George Mickelson Alternative School. Rural attendees travel from up to 21 miles west, 18 miles east, 10 miles south, and 10 miles north. Thirty-three percent of elementary students ride the bus.

The current enrollment of the Redfield Elementary School is 364 students grades K-6. This enrollment consists of 56 kindergarten students, 60 first grade students, 41 second grade students, 55 third grade students, 57 fourth grade students, 51 fifth grade students, and 44 sixth grade students. Kindergarten, first grade, and third grade have three classrooms. Second grade, and elementary class grades four through six have two sections, giving the school a 20 to 1 student/teacher ratio. The Caucasian population is 90.4%, Native American population is 3%, Hispanic population is 2%, Asian population is .6%, and Black American population is 4%. The daily attendance rate is 96.45 % and 16% of students receive special education services. Forty-one percent of the students receive free/reduced lunch. Transient students are 3.5%. Title I students are 100% (school wide). LEP students are 3%. No students were identified as homeless or migrant. We will continue to work on discipline referrals in bullying and disrespect. In collaboration with our "Well-Managed School," our school will continue to target all areas of discipline for the 2015-2016 school year.

Technical Assistance:

April 2008 TIE Conference – Sioux Falls, South Dakota.

2008-2009 Laura Johnson-Frame working with Mr. Bender, Mrs. Hodges, and Mr. Joyce.

December 18, 2008 –

January 9, 2009	Betty Twiss, Redfield Special Education Consultant contacted to obtain materials to revise the Redfield plan.
January 6 and7, 2009	Mr. Bender communication with Jim Hauck, SST.
January 14, 2009	SST assistance in advising Schoolwide Plan (on site).
February 9, 2009	Scheduled to present to the school board for approval the School Wide Plan, School-Parent Compact, and District Wide Parental Involvement Policy.
May 5, 2009	The School Wide Planning Team met to review and revise the plan. The roster and agenda are on file in the elementary office.
June 22, 2009	Presented to the School Board for approval for 2009-2010: Title 1 Schoolwide Plan, School-Parent Compact, District Wide Parental Involvement Policy, and the Redfield Elementary School Handbook.
August-2009	Scheduled in-service for Positive School Climate
April 30, 2010	Title 1 staff met to study and revise schoolwide plan.
May 17, 2010	Continued work on schoolwide plan by Title staff
May 24, 2010	School Wide committee and elementary staff met to revisit and revise schoolwide plan for 2010-2011.
May 24, 2010	Presented revised plan to school board for approval.
May 24, 2010	Met with team and staff reviewed and revised SWP.
May 31, 2010	School Board adopted the SWP for the 2010-2011 school year.
April 14, 2011	State reviewed School Wide Plan.
May 10, 2011	Discussed Parent Involvement Plan with Dawn Smith to correct our plan so that it would be in compliance with the state.
May 11, 2011	Met with team reviewed and revised SWP.
May 19, 2011	Met again with team to review revisions and sent a copy to DOE for review.

May 20, 2011	Received confirmation from Jenifer Palmer (DOE) Parent Involvement Plan is now in compliance with new revisions made by our SWP team.
June 13, 2011	School Board adopted the SWP for the 2011-2012 school year.
May 10, 2012	Met with team to review and revise SWP
June 11, 2012	School Board adopted the SWP for the 2012-2013 school year
May 16, 2013	Met with team to review and revise SWP
May 28, 2013	School Board adopted the SWP for the 2013-2014 school year
May 15, 2014	Met with team to review and revise SWP
June 23, 2014	School Board adopted the SWP for the 2014-2015 school year
May 13, 2015	Met with team to review and revise SWP.
June 22, 2015	School Board adopted the SWP for the 2015-2016 school year.

History of the Plan:

The original Redfield Elementary Site Planning Team for the 2004-2005 school year was: Betty Twiss, elementary principal; Marilyn Hodges, business manager and school wide coordinator; Gloria Keck, district representative; Verna Ellenson, 5th grade classroom teacher; Trixie Schlechter, 1st grade classroom teacher and NCA chairman; Nancy Nielson, Title I teacher; Deann Zens, Title I Teacher; Bruce and Stacy Bebo, parents; Sandy Lien, parent; Clark Lunstrum, technology advisor; Donna Kegler, drug/alcohol advisor; Sue Neiger, elementary guidance counselor; Bank of the West, school business partner.

In the spring of 2006, the program was reviewed and revised for the 2006-2007 school year. The team for the Redfield Elementary school wide plan was the following: Jerold Bender, elementary principal; Marilyn Hodges, business manager; Gloria Keck, district representative; Nancy Nielson, Title I; Deann Zens, Title I; Trixie Schlechter, first grade teacher and NCA chairman; Verna Ellenson, fifth grade teacher; Bruce and Stacey Bebo, parents; Sandy Lien, parent; Clark Lunstrum, technology advisor; Donna Kegler, Drug and Alcohol coordinator; Sue Neiger, elementary guidance counselor; Bank of the West, school/business partner.

The program was reviewed and revised in May, 2007 for the 2007-2008. The team included: Randy Joyce, superintendent; Rob Lewis, junior high/high school principal; Marilyn Hodges, business manager; Jerold Bender, elementary principal; Brenda Stover, TCP director of special education; Deann Zens, Title I; Nancy Nielson, Title I; Marlene Eimers, fourth grade teacher; Kim Roeber, kindergarten teacher; Mary Boots; sixth grade teacher; Verna Ellenson, fifth grade

teacher; Tim Franz, elementary special education teacher; Deb Green, parent; Saisha Sandoz, parent; Holly Petersen, parent; Karol Artz, para educator.

The program was reviewed and revised on May 19, 2008, for the 2008-2009 school year. The team included: Randy Joyce, superintendent; Marilyn Hodges, business manager; Jerold Bender, elementary principal; Brenda Stover, TCP director of special education; Deann Zens, Title I; Nancy Nielson, Title I; Marlene Eimers, fourth grade teacher; Kim Roeber, kindergarten teacher; Mary Boots, sixth grade teacher; Don Paulson, fifth grade teacher; Tim Franz, elementary special education teacher; Deb Green, parent; Karen Gall, parent; Getta Ratigan, parent; Karol Artz, para educator.

The program was reviewed and revised on May 5, 2009, for the 2009-2010 school year. The team included: Randy Joyce, superintendent; Marilyn Hodges, business manager, Jerold Bender, elementary principal; Betty Twiss, special education consultant; Deann Zens, Title I; Nancy Nielson, Title I; Karla Chase, NCA/PTSA; Kim Roeber, kindergarten teacher, Jodi Miles, junior high teacher, Deb Schulte, GSM/TCP school teacher; Tim Franz, special education teacher; Karol Artz, paraprofessional; Terri Roth, community representative/parent; Saisha Sandoz, community representative/parent; Darlene Dykstra, community representative, and Duane Sanger, mayor.

The program was reviewed and revised on May 24, 2010, for the 2010-11 school year. The team included: Randy Joyce, Marilyn Hodges, Brenda Stover, Deann Zens, Nancy Nielson, Karla Chase, Kim Roeber, Lisa McNeely, Cheryl Klebsch, Dustin Vogel, Karol Artz, Terri Roth, Lynette Kuehn, Nancy Blume, and Bonnie Hyke. The entire K-6 education staff was also in attendance to add input for our review.

The program was reviewed and revised on May 19, 2011, for the 2011-2012 school year. The team included: Randy Joyce, Marilyn Hodges, Brenda Stover, Rebecca Woodring, Nancy Nielson, Peggy Morris, Karla Chase, Kim Roeber, Lisa McNeely, Cheryl Klebsch, Dustin Vogel, Karol Artz, Terri Roth, Lynette Kuehn, Nancy Blume, and Bonnie Hyke.

The program was reviewed and revised on May 10, 2012, for the 2012-2013 school year. The team included: Randy Joyce, Marilyn Hodges, Brenda Stover, Rebecca Woodring, Nancy Nielson, Lynette Kuehn, Nancy Blume, and Bonnie Hyke.

The program was reviewed and revised on May 16, 2013, for the 2013-2014 school year. The team included: Randy Joyce, Superintendent; Brenda Stover, Elementary Principal; Rob Lewis, Secondary Principal; Marilyn Hodges, Business Manager; Terri Roth, community representative/parent; Nancy Blume, community representative/parent; Lynette Kuehn, community representative/parent; Scott Domke, community representative/parent; Karla Chase, NCA/PTSA; Kim Roeber, kindergarten teacher; Tracy Schutte, 6th grade teacher; Barb Paulson, junior high teacher; Shelley Coates, Technology/high school teacher; Amber Groft, GSM Alternative School teacher; Dustin Vogel, special education teacher; Donna Harford, special education; Rebecca Woodring, RtI/Title I teacher; Karol Artz, paraprofessional; Betty Twiss, special education consultant.

The program was reviewed and revised on May 15, 2014, for the 2014-2015 school year. The team included: Betty Twiss, interim Superintendent/special education consultant; Brenda Stover, Elementary Principal, Rob Lewis, Secondary Principal, Marilyn Hodges, Business Manager; Terri Roth, community representative/parent; Nancy Blume, community representative/parent; Lynette Kuehn, community representative/parent, Scott Domke, community representative/parent; Karla Chase, AdvancEd/PTSA; Kim Roeber, kindergarten teacher; Tracy Schutte, 6th grade teacher, Barb Paulson, junior high teacher; Peggy Roseland, Technology; Amber Groft, GSM Alternative School teacher; Dustin Vogel, special education teacher; Donna Harford, special education; Rebecca Woodring, RtI/Title I teacher; Deb Stroud, paraprofessional.

The program was reviewed and revised on May 13, 2015, for the 2015-2016 school year. The team included: Shad Storley, Superintendent; Brenda Stover, Elementary Principal, Rob Lewis, Secondary Principal; Marilyn Hodges, Business Manager; Lynette Kuehn, Community representative/parent; Scott Domke, community representative/parent; Karla Chase, AdvancEd/PTSA; Kim Roeber, kindergarten teacher; Tracy Schutte, 6th grade teacher; Tristen Lechner, junior high teacher; Peggy Roseland, Technology; Amber Groft, GSM Alternative School teacher; Donna Harford, special education teacher; Rebecca Woodring, RtI/Title I teacher; Deb Stroud, paraprofessional.

II. Comprehensive Needs Assessment

Comprehensive needs assessment will be determined by consultation between administrators, classroom teachers, Title 1 staff, and Special Education staff. Dakota Step Scores, teacher observation, classroom test scores, Star Reader, IXL, Dibels scores, and Accelerated Reader scores will be used to identify students for services.

One strength of the Redfield Elementary School is the high attendance rate of the students and the small teacher ratio. We will attempt to maintain this high attendance rate by having the school nurse continue to monitor absences. The principal sends a letter to the parents after a child has missed ten days and also when the child has missed fifteen days. If they miss more than fifteen days without a good reason, it is reported to the truancy office or the Department of Social Services.

A substantial strength of the Redfield Elementary School is the hiring of additional staff to keep class size numbers small.

Weaknesses in the Redfield Elementary School were in the number of transient students in our enrollment. These students were often in the economically disadvantaged group with a higher absenteeism percentage, often fell in the basic and below basic category on the SAT 10 tests, and parents in this group had poor parenting skills. To increase their scores and to improve parenting skills, we will involve parents in training meetings, offer Common Sense Parenting class, as well as send home tips to help parents with parenting skills and homework tips. We will try to work with these students in small groups and extended time before and after school

Dakota Step/Sat 10 Scores
% students in advanced and proficient

Math:	13	12	11	10	09	08	07	06	05	04
All elementary	83%	82%	81%	80%	77%	88%	86%	77%	79%	82%
Economically Disadvantaged	78%	72%	75%	61%	55%	73%	83%	63%	61%	62%
Special Education	63%	74%	44%	*NA	43%	56%	55%	38%	49%	70%
Male	83%	79%	85%	77%	69%	79%	88%	78%	76%	86%
Female	85%	77%	87%	85%	80%	80%	84%	75%	82%	79%
Reading:	13	12	11	10	09	08	07	06	05	04
All elementary	86%	81%	85%	80%	78%	90%	92%	81%	81%	84%
Economically Disadvantaged	80%	79%	81%	57%	53%	85%	90%	76%	68%	75%
Special Education	51%	75%	50%	*NA	47%	67%	67%	51%	45%	69%
Male	87%	79%	86%	80%	77%	89%	91%	79%	75%	82%
Female	87%	76%	88%	81%	78%	91%	91%	88%	84%	87%

*Group does not meet the minimum number of 10 for reporting purposes.

Summary of Strengths Determined by Comprehensive Needs Assessment:

- Truly committed and highly qualified staff.
- Certified paraprofessionals.
- Distinguished school 2006-2007 and 2007-2008.
- Excellent progress on NCA. (Elementary and Secondary). Approved every year for the last 5 years. Last NCA evaluation successfully completed in 2010.
- Curriculum that matches rigorous quality of standards.
- Completed math curriculum mapping.
- Excellent support programs that allow all students equal chances to be successful.
- Release time for teachers to work on AdvancEd and curriculum mapping, and CCSS.

- Very active PTSA organization.
- Volunteer grandmothers, foster grandparent program, and community resources.
- Community businesses willing to financially support school reading and math programs and activities.
- Core curriculum reviewed yearly.
- Language arts curriculum mapping completed.
- New reading series in elementary was implemented in 2007 and again in 2014.
- New social studies series was implemented in 2008.
- New English series will be implemented in 2009.
- New math textbooks and software ordered in 2013 to enhance the math program.
- New science textbooks ordered in 2010.
- SuccessMaker Reader and Math purchased and implemented in 2005-2006.
- Excellent ECIP and Birth to 3 Connections program.
- Implemented tutoring services.
- Strong emphasis on Four Step Problem for math.
- Adding three sections of kindergarten, first, and second grades to keep classroom numbers down, and in 2013, adding 3 sections of third grade.
- School Wide Title Assistance
- Response to Intervention – RtI meet daily in grades K-3 to assist students at all levels in reading.
- Response to Intervention – RtI meet daily in grades 3 and 4 to assist students at intensive levels in math.
- High number of para-professionals
- IXL – math web-based computer program for grades 1-6 Standard Based
- DIBELS Next – Benchmarks and Progress Monitoring
- Study Island -- Reading and Math web-based supplemental purchased 2012-2013 to replace SuccessMaker.
- New reading curriculum was purchased and implemented in 2014-2015 school year.
- Grade K-3 received training from Promethean to better utilize the ActivTable; thus, enhancing our RtI program.

- Moby Max, Spelling City, Star Reader, and Accelerated Reader web-based programs were purchased for the 2014-2015 school year. This comprehensive list allows for primary and intermediate grades to receive age appropriate and leveled enhancements in both reading and math.

Summary of Weaknesses determined by Comprehensive Needs Assessment:

- Achievement gap between economically disadvantaged and non-economically disadvantaged students.
- Low special education scores in math.
- High number of transient students and student turnover.
- Absenteeism of low achieving students.
- Significant decrease in percentage of students in advanced and proficient in math and reading in all classes.

Staff Data

Certified Staff:

100% highly qualified under the requirements of No Child Left Behind.

Paraprofessionals:

Fourteen highly qualified paraprofessionals

Other Elementary Staff:

Part-time computer technician
 Full-time elementary principal
 Part-time nurse
 Full-time library aide
 Full-time elementary music teacher
 Full-time elementary counselor
 Part-time elementary art teacher
 Full-time elementary physical education teacher
 Two custodians
 Contracted school psychologist
 Physical therapist and occupational therapist
 Early Childhood Intervention Program Teacher

Community Support Staff:

Foster grandparents
 Volunteer grandparents
 Volunteer program
 Youth at Risk (county commissioners)
 Physical therapist and occupational therapist

Community Support Staff:

- Foster grandparents
- Dairy Queen
- Super Value
- B and L Food Pride
- Volunteer program
- Youth at Risk (county commissioners)
- Redfield City Recreation program
- Bank of the West
- Coca-Cola
- Leo's Café
- Subway
- Blume Seeds
- Masons
- Kiwanis
- Retired Teacher's Organization
- Lions
- Alco
- Super Value
- B and L Food Pride
- Starters Bowling Alley
- Great Western Bank
- Heartland State Bank
- Redfield Energy
- Young Farmers and Ranchers

The strength of the staff data is that we have a highly qualified staff and a strong support staff.

**Title I Survey
May 12, 2009**

Do you understand how Title I School Wide programs work? 100% yes

Do you feel you your child is receiving enough help with their problem areas? 100% yes

Would you like to see your child served in the classroom or pulled out be Title teachers?

Classroom	Pulled Out
50%	50%

Are you aware that students may get help from Title I staff before school (8:00 a.m. to 8:15 a.m.) and after school (3:20 p.m. to 4:00 p.m.) except on Fridays and days of early dismissal?

Yes	No
40%	60%

Do you have any suggestions to improve student learning at Redfield Public School?

Comments:

- Love ECIP and the Title I Program
- Next year we need to make sure (in the fall) that parents know of extended time before/after school.

The survey was administered at the PTSA meeting on Monday, May 12, 2008. The Title program was also discussed along with a discussion in regard to "parent help" that is available.

**Title I Survey
May 19, 2010**

The Title I survey was placed on the Redfield Web Site. The results of this survey are as follows:

1. Are you familiar with the Schoolwide Title 1 program at Redfield Public School?
Yes 65% No 35%
2. Do you think your child is better served in the classroom or pulled out to be with Title teachers?
Classroom 56% Pullout 27% Other 17%
3. Can you reach your child's classroom teacher and Title I teacher to discuss your child?
Yes 88% No 11%
4. Does the Title I School-Parent Compact help to remind you about things you can do to help your child do better in school?
Yes 66% No 34%
5. Are you aware that students may get help from Title I staff before school (8:00 a.m. to 8:15 a.m.) and after school (3:20 p.m. to 4:00 p.m.) except on Fridays and days of early dismissal?
Yes 49% No 50%
6. Does your school encourage you to be involved in your child's education?
Yes 91% No 8%

**School Wide Survey
2010-2011 School Year
November 5, 2010**

1. Are you familiar with the School Wide Title 1 program at Redfield Public School?
 yes 84%
 no 16%
2. Do you think your child is better served in the classroom or pulled out to be with Title teachers?
 Classroom 82%
 Pulled Out 18%
3. Can you reach your child's classroom teacher and Title I teacher to discuss your child?
 yes 98%
 no 02%
4. Does the Title I school-parent compact help to remind you about things you can do to help your child do better in school?
 yes 86%
 no 14%
5. Are you aware that students may get help from Title I staff before school (8:00 a.m. to 8:15 a.m.) and after school (3:20 p.m. to 4:00 p.m.) except on Fridays and days of early dismissal?
 yes 76%
 no 24%
6. Does your school encourage you to be involved in your child's education?
 yes 99%
 no 01%

Comments/Questions/Concerns:

Question #2: Both in class and pull out have advantages.
Question #1: Yes, I know about this program but not that it was school wide.

General:

- I don't know how to answer these questions because I do not know about the program.
- I feel this is very important to children – to get the one on one that they may need to excel.
- Need a spot for those of us who do not have children in Title and aren't aware of the program.
- I don't know all that much about the Title I program, but I would hope that if my child needs extra help that their teacher would tell me about it.
- My child does not have reading problems, but if they did, I would be concerned that my child would not get enough one on one like they would if the child was pulled out of class. As a parent of a first time student starting in your school, I would think more information on this program and how it works on a school wide basis would be greatly appreciated.
- They have been very helpful and they have great ideas to improve my child's education. I greatly appreciate what they do!!

**School Wide Survey
 2012-2013 School Year
 October, 2012**

Your School or school district:

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.

1	2	3	4
rarely	sometimes	regularly	always
0%	2%	17%	81%

2. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.

1	2	3	4
rarely	sometimes	regularly	always
2%	2%	23%	73%

3. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.

1	2	3	4
rarely	sometimes	regularly	always
0%	5%	22%	73%

4. Provides parents with ideas on how to help their children do homework.

1	2	3	4
rarely	sometimes	regularly	always
2%	5%	16%	77%

5. Did you attend Parent/Teacher Conferences?
 Yes No
 100% **0%**
6. Will you attend Parent Involvement Carnival Night?
 Yes No Maybe
 38% **52%** **10%**
7. Would you be willing to serve on the School Wide Advisory Committee?
 Yes No Maybe
 21% **74%** **5%**

**School Wide Survey
 2013-2014 School Year
 October, 2012**

Your School or school district:

2. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children’s learning.
 1 2 3 4
 rarely sometimes regularly always
 0% **4%** **11%** **85%**
8. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.
 1 2 3 4
 rarely sometimes regularly always
 1% **1%** **23%** **75%**
9. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.
 1 2 3 4
 rarely sometimes regularly always
 0% **2%** **20%** **78%**
10. Provides parents with ideas on how to help their children do homework.
 1 2 3 4
 rarely sometimes regularly always
 5% **11%** **15%** **69%**
11. Did you attend Parent/Teacher Conferences?
 Yes No
 96% **4%**
12. Will you attend Parent Involvement Carnival Night?
 Yes No Maybe
 38% **52%** **10%**
13. Would you be willing to serve on the School Wide Advisory Committee?
 Yes No Maybe
 19% **75%** **6%**

**School Wide Survey
2014-2015 School Year
August, 2014**

The School Wide Title I Program is designed to give extra help to all students in specific subject content, through coordination between the classroom teacher and the Title I teacher. We ask that you please take a few moments to complete and return this survey. Your answers and comments will help in the planning of next year's program. Please circle your response and **WRITE ANY COMMENTS, CONCERNS, OR QUESTIONS YOU MIGHT HAVE ON THE BACK OF THIS FORM.**

Your School or school district:

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.

1	2	3	4
rarely	sometimes	regularly	always
0%	0%	24%	76%

2. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.

1	2	3	4
rarely	sometimes	regularly	always
2%	0%	24%	74%

3. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.

1	2	3	4
rarely	sometimes	regularly	always
2%	2%	28%	68%

4. Provides parents with ideas on how to help their children do homework.

1	2	3	4
rarely	sometimes	regularly	always
4%	7%	24%	65%

5. Do you attend Parent/Teacher Conferences?

Yes	No
96%	4%

6. Would you be willing to serve on the School Wide Advisory Committee? If so, please list your name and a contact number.

Yes	No	Maybe
4%	71%	25%

III. Goals, Objectives, and Strategies

Reading Goal:

By the end of the 2015-2016 school year, 78% of the Redfield Elementary students will be at benchmark.

- **Objective:**

1. In grades 3-6 the economically disadvantaged students and special education students will improve their reading scores, as measured by the Dakota Step, from 2 percentage points by the end of school year 2012-2013.
2. In grades K-3 the number of students in the 'green area' on the DIBELS assessment will increase from 70% to 74% from fall 2012 to spring 2013.
3. In grades K-3 the number of students in the "green area" on the DIBELS assessment will increase from 70% to 74% from fall 2013 to spring 2014.

Strategies:

1. K-6 grade staff will be trained in the new reading series will be implemented in the fall of 2014.
2. K-3 staff will meet periodically with MTSS Assistant to better understand deficits and plan instruction.
3. K-3rd grade staff will be trained in the phonics program, 95 Percent. The program will be implemented in the fall of 2013-2014 school year.
4. K-12 staff and the School wide Planning Team will continue to work on the NCA process with emphasis on reading comprehension.
5. In-services will be provided by the district to K-12 to ensure that reading content standards are being met by identifying weaknesses in our achievement scores.
6. Redfield Elementary School continues to work on building a "book-room" consisting of good literature that teachers may use with students to enhance reading achievement. Funds have been provided by the South Dakota Reads program, the Redfield School district, PTSA Book Fair and Carnival money.
7. Accelerated Reader will continue to be used by Redfield Elementary staff in grades 1 through 6.
8. K-6 staff will continue to attend appropriate workshops that pertain to reading. Parents will also be encouraged to participate in pertinent workshops
9. Extended time will be offered to students for extra reading help from 8:00 a.m. to 8:20 a.m. Monday through Friday and from 3:20 p.m. to 4: 00 p.m. Monday through Thursday by Title I staff.
10. Title I staff and K-6 staff will meet and determine if students should be pulled out for small group instruction or if students would be better served with Title I staff being in the classroom providing student needs to be met in smaller group instruction.
11. Parents will be encouraged to read with their students and will receive instruction on how to successfully help their child through parent's meetings and newsletters. Each spring a Reading Celebration will be held with games for children, educational meetings for parents, and a lunch served to all.

12. Most K-5 classroom teachers, special education, and Title I teachers have been trained in South Dakota Reads.
13. A Summer Achievement Program will continue to be held each summer. Students are encouraged to read in the summer and log what they have read. Private businesses and South Dakota State Fair will continue to provide prizes and a party for students who have met their goal.
14. Kindergarten Lending Library was started in 2007 and has continued to be used to encourage reading at home. Parents are invited to a parents meeting and trained how to help their child with reading.
15. DEAR (Drop Everything and Read) will continue to be used to let children have time for leisure reading as well as seeing their teacher as an adult role model.
16. The local Masons have sponsored a program to encourage students to read. Individual classrooms set a reading goal for their room and when a student meets their goal, they can put their name in for a chance to win a bike.
17. K-6 staff is encouraged to teach reading, math, and writing across the curriculum in all core classes.
18. Volunteers from the community come during guided reading to help reduce the size of the reading groups.
19. New textbooks purchased in 2007.
20. More student contact started in 2006-2007 by adding one day to the calendar, another will be added in 2007-2008 until there is 175 days of student/teacher contact.
21. Reading Incentives Program implemented in 2008-2009 will continue where each month the students can earn a special activity or treat through meeting reading goals.
22. Educational consultant on strategy to raise student achievement and provide staff training.
23. All paraprofessionals, elementary, special education, and Title I teachers have been trained in "Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next).
24. Implement DIBELS Next that is a scientifically research based program.
25. Access all the Florida Department of Education SRB strategies on reading (www.ferr.org.) and utilize all intervention created by the Reading Intervention class that met in the spring of 2010.
26. Presentation through the SD Parent Network on strategies for parents to assist in improving their child's skills.
27. Identify our economically disadvantaged students and target instruction and support to improve their reading skills.
28. Team teaching utilizing classroom teachers, special education teachers, Title 1 teachers, and paraprofessionals to divide into small reading groups to reduce classroom size.
29. A Spanish class enabling teachers to work with ESL children coming to our district was offered.
30. A Reading Intervention class was offered with the result being that a part-time reading intervention teacher will be employed for grades K-2.
31. Resources created from the Florida Department of Education SRB website that will be shared for these reading interventions will be made and put in a centralized location. Computerized log will be created so all are aware of what is available throughout the school and its location.

32. Promethean boards have been installed in all elementary classrooms grades 1-6 to enhance learning.
33. Bloom's Taxonomy Questioning Skills have been and will be focused upon by all teachers and para-professionals K-6.
34. DIBELS Next monitoring for our Tier II and Tier III students.
35. Applications to Reading class was attended by 15 elementary staff.
36. Standard tracking in-service for all teachers on May 19th, 2010. This will guide teachers to create an individualized system to track each student's progress throughout the year.
37. DIBELS Next training to all staff on May 20, 2010.
38. RtI was integrated into grades K-3 in the fall of 2011
39. Grade K-2 began the process of creating a unified standard based report card for each student. Additional work time will be reimbursed by the Redfield School Foundation for time given to this endeavor during the summer.
40. Phonics program – 95 Percent implemented 2013-2014.
41. Seventy-five iPads and ActivTable for grades K-2 2013-2014 school year.
42. Davis Learning Strategies Workshop July 23, 24, 2013.
43. ActivTable training May 7, 2015 for grades K-3.

Evaluation of Strategies:

Early Prevention of School Failure screening will be given prior to the beginning of kindergarten and at the end of kindergarten to monitor success.

Classroom observations, checkpoints, and end of the year tests from the basal will be used to monitor success.

Grade 1 staff will give DRA's to students periodically to determine what level the student is at as well as to monitor success. Grade 4 will continue to give SRA Assessment Tests periodically to monitor success.

Accelerated Reader Test will be given on books the student has read to determine if they comprehend books being read.

Star Reading Test will be given quarterly to determine success.

Students in kindergarten through sixth will be assessed by using DIBELS Next in the fall, winter, and spring. Those not making adequate progress will be served with a reading intervention teacher who will monitor their progress weekly.

Parents will be made aware of student progress through the use of quarterly report cards, two parent teacher conferences, requested individual conferences by the student's teacher or parent, and use of the parent portal.

Writing scores will be made available to parents/community in the Redfield Press. Individual results are sent to the parents and results are on file for review in the school office. This information is also available on the school website and is also hung on the bulletin board by the main office.

Math Goal:

By the end of the 2015-2016 school year, 75% of the Redfield Elementary students will be at benchmark.

- **Objective:**

1. In grades 3-6 students will improve the math scores by at least 2 percentage points by the end of school year 2014-2015.
2. In grades K-6 students will be monitored with content standard assessments. Each grade should meet all standards with 75% accuracy.
3. To use numerical strategies to correctly solve problems and predict outcome.

Strategies:

1. K-12 staff and school wide planning team will continue to work on the AdvancEd process with emphasis on reading and math.
2. Teachers review curriculum to assure that all CCSS are being addressed throughout the year. They will evaluate their students' gaps in skills in relationship to the South Dakota standards.
3. Redfield Elementary School purchased new math textbooks for the implementation in the fall of 2013.
4. IXL and Moby Max reports are examined by classroom teachers, Title 1 teachers, and special education teachers to determine what students need extended time provided by Title I and special education staff.
5. K-6 staff will continue to attend appropriate workshops that pertain to math provided by ESA, DECA, and TIE.
6. Extended time will be offered to students for extra help from 8:00 a.m. to 8:10 a.m. Monday through Friday and from 3:20 p.m. to 4:00 p.m. Monday Tuesday, and Thursday by Special Education and Title 1 staff.
7. Title 1, Special education, and K-6 staff will meet and determine if students should be pulled out for a small group instruction or if students would be better served with Title 1 or Special Education staff being in the classroom and team teaching. If students are pulled out, this group could change depending on student need.
8. Title 1 resources and classroom resources will be shared to serve all students.
9. Tutoring services offered.
10. Four Step Problem Solving Model.
11. Volunteer help in the classrooms.
12. Organizational planners and binders are being utilized in the 5th and 6th grades.
13. Identify special education students needing additional instruction in specific content standards. Identify our economically disadvantaged students and target instruction and support to improve their math skills.
14. More time will be allowed for focus on content standards with a checklist developed to insure that standards are being met and mastered.
15. RocketMath will be used in grades 1-3 to enhance math facts.
16. Promethean board activities will be used to increase student learning and interest.

17. IXL web-based math program.
18. One educator from each grade level, with the exception of two sent from 6th grade, attended the Common Core Modules 1 and 2 during the 2011-12 school year. All educators attended Modules 1-4 in the summer of 2012. Modules 5 and 6 will be attended by all K-6 teachers either in the summer of 2013 or during the 2013-2014 school year.
19. Grade K-2 began the process of creating a unified standard based report card for each student. Additional work time will be reimbursed by the Redfield School Foundation for time given to this endeavor during the summer.
20. Implemented Dibels Math assessment three times a year.
21. In the fall of 2014, grade 4 will participate in RtI math.
22. In January 2015, grade 3 intensive students, according to Dibel Next Math assessment, began RtI interventions.

Evaluation of Strategies:

1. The Early Prevention of School Failure and checklists in kindergarten will be used to determine success.
2. Student's classroom instructor will use classroom observation, daily work, end of the chapter, cumulative, and end of the year tests to determine the student's grade and success.
3. CCSS tracking with the teachers' online lesson plan program, Planbook, was used to determine if each standard is being met. to determine if each standard is being met.
4. Classroom teachers as well as Title 1 staff will use IXL reports to determine success.
5. Meetings with Elementary principal, K-6 staff, and school wide planning team will meet each spring to determine if the curriculum is meeting state standards and if the students are meeting goals.
6. Each fall K-6 staff will study data from state assessments to determine if goals are being met and where instruction should be concentrated.
7. Smarter Balanced assessment scores and writing scores will be made available to parents/community in the Redfield Press. Individual results are sent to the parents and results are on file for review in the school office. These scores are also available on the school website and are hung in the hall by the main office.
8. IXL- was implemented this year K-6. This program utilizes the CCSS and shows student progress through individual student graphs.
9. Moby Max, a reading and math web-based program, was also implemented to both enhance and supplement our curriculum and student needs.



IV. Instruction By Highly Qualified Staff			
Classroom Teachers	Special Educators & Support Staff	Instructional Assistants	Clerical/Custodial
<p>Redfield Elementary classroom teachers meet the requirements as highly qualified staff described in the No Child Left Behind Act of 2001.</p> <p>We have:</p> <ol style="list-style-type: none"> 1. Three all-day, every day kindergarten teachers. 2. Three first grade teachers. 3. Two second grade teachers 4. Three third grade teachers. 5. Two fourth grade teachers. 6. Two fifth grade teachers. 7. Two 6th grade teachers. 	<p>All Redfield Elementary special educations and support staff meet the requirements as highly qualified staff described in the No Child Left Behind Act of 2001. New staff hired by Redfield Elementary administration will be required to be highly qualified.</p> <p>Special Educators include:</p> <ol style="list-style-type: none"> 1. Two full time special education educators. 2. Two full time Title 1 teachers. 3. One full time and a part time speech therapist. 4. One full time life skill teacher. 5. One full time early childhood teacher 6. A full time counselor. 	<p>All Redfield Elementary paraprofessionals meet the requirements as highly qualified staff described in the NO Child Left Behind Act.</p> <p>We have 14 paraprofessionals:</p> <ol style="list-style-type: none"> 1. All have participated in ongoing and appropriate professional development activities offered by the Department of Education. 	<p>Redfield Elementary has:</p> <ol style="list-style-type: none"> 1. One full time secretary. 2. Three full time food service providers that provide both breakfast and lunch for our students. 3. One full time custodian.

	<ul style="list-style-type: none">7. A full time art teacher.8. A full time physical education teacher.9. A full time elementary music teacher.10. A full time elementary librarian aide.11. A part-time nurse.12. PT, OT, counseling, and psychologist services are contracted.		
--	---	--	--

V. Professional Development

Plan of Implementation:

The staff of Redfield Elementary School has and will continue to participate in the following developmental opportunities:

- NCA accreditation renewal workshops.
- Staff training in Masonic Model Student Assistance Training (SAT).
- Math curriculum mapping completed in the spring of 2005.
- Reading curriculum mapping to begin in the summer of 2005 and to continue as new materials are purchased.
- Attendance at appropriate DECA workshops.
- Ongoing training through the Technology in Education Office.
- Continuous training of staff in Well-Managed School Training, Top 20, and PBIS.
- Some staff has had Crisis Prevention Institute training.
- Attendance at appropriate training offered by the local ESA.
- At elementary teacher meetings all K-6 staff shares information from training attended.
- Training involved with the SuccessMaker math and reading series.
- CPR training available for all staff.
- Common Sense Parenting classes available to parents and staff.
- Promethean Board training on November 12, 2008, November 19, 2008, and January 2, 2009. Workshops available 2010, 2011, 2012, 2013 and 2014.
- DIBELS training by ESA. August 25, 2008, January 6, 2009 and May 2012.
- Motivation speaker through ESA and NSU – Ruby Payne. – August 16, 2012.
- Motivational speaker through ESA and NSU – Rachel’s Challenge – August 15, 2014.
- Parent training with SD Parent Network.(check date and name with Jordann)
- The Learning Professional Committee is currently developing a long term professional development plan.
- Technology Training – main concepts trained were those that teachers requested.
- Standard Tracking – May 19th, 2010
- DIBELS Next training – May 20th, 2010
- RtI reading for grade K-3 2011-2012, 2012-2013, and 2013-2014 school year.
- PBIS – Positive Behavior Intervention and Support training for the 10-12 person K-12 team June 20 and 21, 2011. PBIS training June 10, 11, 2013. PBIS training August 5, 2014.
- BAM – Behavior and Management Strategies Conference- Team of four was sent for instruction, interaction about classroom behavior, its effect on achievement, and how we can manage behavior before it manages us.
- One educator from each grade level, with the exception of 6th grade which sent two teachers, attended the Common Core Modules 1 and 2 during the 2011-2012 school year. All educators will attend Modules 1-4 in the summer of 2012.
- Grade K-2 began the process of creating a unified standard based report card for each student. Additional work time will be reimbursed by the Redfield School Foundation for time given to this endeavor during the summer.

- Modules 5-6 in the summer of 2013 for all K-6 teachers, special education, and Title teachers.
- Summer tutoring offered to students K-6.
- CPI training made available to all SPED employees and selected regular education teachers.
- Richest Man in Town to grade 4-12 students and staff 2013-2014 school year.
- Rachel's Challenge to all students and staff in the fall of 2014.

District Support:

The district of the Redfield Elementary School will:

- Provide summer in-services.
- Provide seven full-day in-services during the school year.
- Provide release time and resources to allow staff to attend DECA, TIE, ESA, and other professional developmental opportunities.

Persons Responsible:

The entire staff of Redfield Elementary School is required to participate in and implement learning from information received from professional development courses during the school year and during the summer.

Timeline:

The staff of Redfield Elementary is engaged in professional development courses during the school year and attends appropriate workshops during the summer.

Professional Development for the Elementary Staff:

Documentation of meetings and who attended are on file.

All in-services are scheduled 8:00 a.m. – 4:00 p.m. All meeting agendas and outcomes are on file.

August 26, 27, 28, 2009:

- Well-Managed School training (2 days)
- Classroom Preparation/meetings with administration

October 26, 2009:

- Well-Managed School training continued
- NCA
- Technology

January 4, 2010:

- Well-Managed School training continued
- Technology
- NCA

March 5, 2010:

- Well-Managed School training continued
- Technology
- Bloom's Taxonomy
- Differentiated Instruction

April 23, 2010:

- Autism-Ruth Fodness/Technology Review

May 24-25, 2010

- Review Schoolwide Plan with Advisory Board and educational staff.
- Completed math assessment to correlate with SD Math Standards.
- Technology

June 2010

- CORE Reading

October 5-7, 2010

- Masonic Model Student Assistance Training (SAT)

August 2010

- Bloom's Taxonomy
- Hearing Impaired
- Technology – Campus
- Differentiated Instruction

January 14, 2011

- Well-Managed School with Reed Tuck

February 16, 2011

- Bullying In-Service

April and May 2011

- Tech Tuesday and Thursday trainings.

May 19th, 2011

- Individualized Standard Tracking and Aligning

May 20th, 2011

- DIBELS Next training.

August 2011

- PBIS training for the entire staff and support staff.
- Technology – Campus, SuccessMaker, Wikis

October 14, 2011

- Dakota STEP analysis
- Common Core introduction

January 13, 2011

- Top 20 training

February 16, 2011

- PBIS
- AdvancED
- SDAP
- Technology

May 21, 2011

- Crosswalk analysis Common Core and SD State Standards
- K-2 universal report
- Technology

June, July, and August, 2012

- Common Core Modules 1,2,3, and 4

July 31 and August 1, 2012

- PBIS Teams attend state training in Mitchell, SD

August 2012

- PBIS
- Gap Analysis Math
- CCSS tracking

October 2012

- CCSS
- Dakota STEP Data
- Technology
- PBIS

January 2013

- Top 20

February 2013

- AdvancED
- CCSS
- Technology

May 2013

- PBIS
- Technology – Ipad
- ELA Gap Analysis

August 2013

- Teacher Effectiveness
- SLO
- PBIS

October 2013

- AdvancED
- Campus
- SLO
- Teachscape

January 2014

- Smarter Balanced
- AdvancED
- Teachscape
- ESL

March 2014

- Smarter Balanced
- SPED Review
- AdvancED
- Teachscape
- SLO
- PBIS

May 2014

- AdvancED
- PBIS
- Teachscape
- Campus Technology

August 2014

- Rachel's Challenge
- PBIS
- Technology – new programs – Moby Max and Ticket to Read

October 2014

- PBIS

January 2015

- Smarter Balanced Testing

- Teachscapte/SLO
- PBIS
- Strategic Planning
- Campus/Technology

March 2015

- AdvancEd
- SLO/Teachscape
- PBIS
- Smarter Balanced

May 2015

- Teachscape Evaluation
- PBIS
- Technology/Web Pages
- Strategic Planning

VI. Parent Involvement

The Redfield Elementary School believes that activities to increase parent involvement are a vital part of the success of the Title I program. Parents will have an opportunity to design, implement, evaluate, and suggest changes to improve the program. To ensure this, the school will provide the following components:

- Grandparent Day November 25 and November 26, 2014. Four hundred grandparents attended this event.
- 3 For Me program initiated in the fall of 2014 to promote and encourage parental involvement.
- Book Drive and give away April and May 2015.
- Title Night – “Bingo and Books” April 2014.
- Staff, parents, and students will attend an open house prior to the start of school. Students and parents are encouraged to visit student’s classroom, as well as the Title I room. Title I information along with parent and student tips for a successful school will be shared. In August 2011, 2012, 2013, and 2014, Title I met with all parents during the Open House at Redfield Elementary to inform them of our School Wide Program and RtI. We explain how we are School Wide vs. Target and the difference between. We strongly encourage parent participation in any and all classes.

- Staff, parents, and students will attend an open house prior to the start of school. Students and parents are encouraged to visit student's classroom, as well as the Title I room. Title I information along with parent and student tips for a successful school will be shared. In August 2012, Title I met with all parents during the Open House at Redfield Elementary to inform them of our School Wide Program and RtI. We explained how we are School Wide vs. Target and the difference between. We strongly encourage parent participation in any and all classes.
- Parents are informed at the fall Open House in regard to the extended study time before/after school from 8:00-8:15 (Monday-Friday) and 3:20 - 4:00 (Tuesday, Wednesday, and Thursday).
- The Student Handbook, that contains pertinent information about school policy will be sent home at the beginning of school. The Title I Parent Involvement Policy is included, as well as the School-Parent Compact, and a letter to inform the parents of the highly qualified teachers. The handbook is approved by the school board yearly.
- Report cards are sent home quarterly with special education teachers providing a narrative report that is added to each student's report card. Title teachers will complete a narrative for students consistently pulled for individual assistance. DIBELS Next Progress Reports are also sent out to parents with kindergarten through second grade.
- Two parent/teacher conferences will be held during the school year. All education teachers attend the conferences with the classroom teacher of the student they serve. Additional conferences are also available at parent's or teacher's request.
- Dakota STEP assessment scores and writing scores are made available to parents and the community in the Redfield Press, Aberdeen American News, Redfield Public School website, bulletin board in the main hall and Car. Individual scores are given and explained to the parents at the fall conferences. Grade brochures are available for parents to understand the content standards. Parents not attending conferences will receive the results in the mail. Copies of the results are on file for review in the school office.
- Parents are encouraged to visit, volunteer, or contact the school at any time through the use of telephone or email. Volunteers: We encourage parents and grandparents to volunteer at the school. We value the involvement of those adults who are interested in supporting the learning process and willing to share their time and talents when possible. We genuinely appreciate the large number of moms, dads, and grandparents who help the staff and students each year and volunteer many hundreds of hours to the school. Please contact your child's teacher at the elementary office (472-4520, extension #1005) if you would like to provide this service to the Redfield School community. You may also call Mrs. Stover if you should have any questions regarding volunteering. We invite any ideas you might have for activities or programs please contact your students's teacher or Mrs. Stover.

- A parent survey is taken each fall at parent/teacher conferences and a survey was also taken in the spring by the staff.
- The PTSA serves as an elementary parent advisory committee that meets the second Monday of every month in the elementary building to review elementary school procedures and provides input for school improvement. Daycare is provided during the meetings. Minutes of each meeting are also available on the Redfield Public School website. <http://redfield.k12.sd.us/elemweb/PTSA/PTSA.html>.
- Common Sense Parenting Classes are offered for interested parents.
- Parent portal is available for parents to access their child's grades.
- Pertinent school information for parents can be found on Channel 7, the school website, "Project Reach" communication service, and Redfield Press.
- Project Reach contacts parents, students and staff in case of changes in weather or emergency situations.
- The School Wide Plan, which includes our Parent Involvement, will be reviewed annually by the Advisory Team consisting of community members, parents, teachers and administrators.
- Should our school be put in school improvement, parents will be notified about public school choice, the corrective action taken by the district, and supplemental services available. Parents will also be notified that they can be involved in a restructuring plan.
- An annual spring meeting is held each year involving teachers, parents, and students. Speakers are sometimes provided that address ways parents can increase student learning. Fun activities are provided for students, and local businesses provide a lunch. Students in grades K-6 are personally invited with individual notes that go home, notice in the local paper and Channel 7. It is also displayed on the Chamber of Commerce marquee in town.
- Staff meetings are held bi-monthly with strategies on how to communicate more effectively with parents: "Proud Notes", phone calls, etc.
- Early Childhood Intervention Program (ECIP) and our local Head Start program work very closely together. Many children are shared between the two programs, offering opportunities for these two entities to collaborate on curriculum and student needs. (Head Start is part of those students receiving Early Childhood Intervention Program - ECIP services team for Individual Family Service Plan - IFSP meetings.) Head Start and all other pre-school programs and daycare in the community are invited to our spring kindergarten open-house.
- Our early childhood educators organized a Pre-Kindergarten Carnival in February 2013. This allows the students and parents of upcoming kindergarten students a time to meet the

teachers and engage in various activities that will be assessed the following spring on the Early Prevention of School Failure - EPSF. A meeting with those parents is held again prior to the screening to give more detail and answer any other questions that may have arisen. Screenings are then set up for each student at the conclusion of this meeting. If a parent should have to miss this meeting, they may call the elementary office to sign up for a screening appointment. These screening dates are published in the Redfield Press, Channel 7, and Redfield Chamber of Commerce marquee. Notes are also sent home with student in grades K-6.

- We will communicate effectively and concisely with parents. All ESL parents received school notes and documents in Spanish.
- If a family were unable to communicate directly, accommodations would be made. Please contact Mrs. Stover.
- Resource – <http://www.sdpirc.org>

Please see the enclosed copy of the Redfield Public School Parental Involvement Policy, the School-Parent Compact and the Directory of Parent Involvement (found in the elementary handbook).

VII. Transition

Our transition program is as follows:

- Birth to Three Connections – pediatricians, county health officials, and ministers refer names to the Birth to Three coordinator. Using the Denver Screen, the child is then screened. Based on screening results, the child is referred to the Early Childhood Intervention Specialist, speech therapist, occupational therapist, or physical therapist for further assessment. If services are needed, an IFSP is developed by the team and parents.
- ECIP serves children 3-5 years of age in need of special services. An IEP is developed by the service providers and parents to meet the child's needs. This provides a smoother transition to school.
- Head Start and Little Lambs preschoolers visit school prior to the start of kindergarten for a better transition.
- Before preschoolers enter kindergarten they visit school and are screened using the Early Prevention of School Failure. This test is used to determine if students will need special services and if they are ready for kindergarten. Parents receive reports as to the results of this assessment. In the fall before the school year starts, students and their parents come to school for a half day orientation.

- Three kindergarten classes, three 1st grade classrooms, three 2nd grade classrooms, and three third grade classrooms ensure smaller class sizes which will enable teachers to help meet individual needs to make the transition smoother.
- In the spring of the year, kindergarten students are again screened using the Early Prevention of School Failure. This measures progress and shows if any interventions should take place before first grade. Kindergarten students visit first grade to make a smoother transition.
- K-6th grade teachers meet each spring to determine student placement for the coming year. Factors such as student needs for special services and male/female ration are considered in order to make transition from one grade to another smoother.
- A “mini” middle school was implemented for the 5th and 6th grade classes for the 2012-2013 school year. This was established to give the students a higher level of independence and promote more self-direction to aid in the transition from elementary to junior high school.
- The 7th – 12th grade counselor at Redfield Junior/Senior High School is offering in the summer of 2013 a program for 6th grader students with the goal being to help make the transition to 7th grade easier. The group will have eight sessions in which organization and study skills, understanding peer relationships, and maintaining grades will be covered. All 6th grade students are encouraged to attend.
- Prior to the beginning of 7th grade, transition night is held with our former 6th grade students, the junior high principal, the guidance counselor, teachers, and parents. A tour of the junior high section is given and the principal, counselor, and junior high teachers share pertinent information about junior high school. Classes are chosen and scheduled to make the transition from 6th grade to junior high more successful.
- August 2014 grades 5 and 6 teachers will host a “Back to School Transition Night” for 5th grade students.

VIII. Monitoring/Evaluation

A SAT (Student Assistant Team) is in place for students experiencing difficulty. A team of classroom teachers, elementary principal, guidance teacher, special education teacher, and the school nurse make up the team. When a teacher feels that one of their students is having difficulties, she refers the student to the SAT team. Forms are sent for the classroom teacher, music teacher, art teacher, lunchroom supervisor, physical education teacher, title teachers, and any other school staff member that has had contact with the student. These forms are to be filled out by each individual and then the team will meet and come up with a plan for the student. Should various strategies be ineffective, the child may be referred for a multidisciplinary evaluation.

The DIBELS was implemented in 2008-2009 and DIBELS Next was implemented in 2011, to monitor individual student progress in reading. Students identified as needing additional or extensive services, will be referred to the Reading Intervention program, Title 1, or special education teachers.

PBIS (Positive Behavioral Intervention and Supports) was implemented in the Redfield Public School 2011-2012. PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. It is an approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrate continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) PBIS supports the success of ALL students. Redfield Public School will continue with PBIS training to give school personnel capacity to use effective interventions accurately and successfully at the school level. These supports include (a) team-based leadership, (b) data-based decision-making, (c) continuous monitoring of student behavior, (d) regular universal screening, and (e) effective on-going professional development.

Progress will be sent to parents each quarter by a narrative attached to the student's report card. The Title I teacher will notify parents if their child is referred for additional services through Title I.

If a multidisciplinary evaluation identifies a student as qualifying for special education, an Individualized Education Plan (IEP), will be developed. A multidisciplinary evaluation is scheduled with input obtained from parents and staff. IEP's are regularly reviewed with parents and the service providers to monitor student progress.

Parents are notified when a child is referred for special services assessment. Additional services available to students include: physical therapist services, occupational therapist services, and psychologist services. Service providers monitor progress and share results with parents through meetings. Interpreters are available for our hearing impaired students.

IX. Fiscal Requirement

Federal, state, and local funds are used to support the Redfield Elementary School program. This includes our local tax allocation for general and special education, federal child count money, Title I allocation, child nutrition money, school health, and ADM. These funds are used to provide high quality teachers and aides, curriculum materials, professional development, and student tutoring.

X. Ongoing Program Development

Redfield Public School is not in school improvement. However, all staff receives four (4) days of professional development throughout the school year. Funds, time, materials, and staff are committed by the Redfield Public School to meet goals and objectives in the Schoolwide